

The Phenomenal Philanthropy of 1916

By
Bishop W. A. Candler, D. D., LL. D.
Chancellor of Emory University

"The noblest motive is the public good."
—Virgil.

"The truly generous is the truly wise."
—Horace.

The Phenomenal Philanthropy of 1916

The year 1916 was one of the most notable in the history of philanthropy in the United States, especially for large contributions to American Colleges and Universities.

In our time and country colleges and universities are being built as were cathedrals during the middle ages in Europe; and since so many of the great religious structures of Europe have been destroyed by war it is some sort of offset to the loss that in our country great educational institutions are arising. Surely in all this God is leading the American people to some great end of world-wide good.

Unfortunately for the South the greatest gifts made during the past year to educational institutions have been given to Northern, Eastern, and Western colleges and universities. While we have made some progress educationally, our section is relatively further behind than it was January 1, 1916. Some of our people have awakened to this great interest, but most of them do not perceive their duty in this regard.

Let us look at some of the gifts made to institutions outside of the South during the year 1916:

The University of Chicago received from Mr. L. W. Noyes, \$500,000 for a memorial building to be called, in honor of his wife, "The Ida Noyes Hall"; also \$300,000 from Mr. Rosenwald for "Rosenwald Hall." The same institution received \$250,000 from Mr. Martin Ryerson, \$300,000 from Mr. F. N. Rawson, \$250,000 from an anonymous giver, and \$500,000 from Mr. and Mrs. Julius Rosen-

wald. These gifts to the University of Chicago aggregate \$2,100,000, and additional gifts of smaller sums carry the figures above \$2,500,000 for the year 1916.

Columbia University received gifts exceeding \$1,000,000.

Harvard University received gifts exceeding \$800,000.

LaFayette College received gifts and bequests aggregating \$380,000.

Smith College received gifts aggregating \$105,000.

Yale University received bequests and gifts amounting to \$925,000.

Gifts and bequests to Rutgers College amounted to \$80,000.

Amherst College came into possession of \$75,000 from the estate of Mr. E. A. Crane, the income of which will be used for the purchase of books for the library.

Mrs. E. S. C. James gave to Bates College \$95,000, and another gift of \$15,000 came to the same institution from an anonymous giver.

Haverford College was enriched by a gift of \$146,000 from Mr. Gideon Scull, and a bequest from the estate of Thomas W. Brown of \$250,000.

The Western Reserve University received from Mr. John L. Severance, of Cleveland, Ohio, \$110,000, for the purpose of founding a chair of religious education, and the same institution received from the will of Mr. R. R. Rhodes, of Cleveland, \$500,000.

An anonymous gift of \$100,000 was recently made to Boston University.

Mr. Edward Rector gave \$150,000 for the purpose of erecting a new hall at DePauw University.

Mrs. Russell Sage gave \$75,000 to the endowment of Knox College.

Tufts College received during the year \$460,000 from the estate of Sylvester Bowman, and \$13,452 from the Braker fund.

What a list of philanthropies do these gifts make up! It is phenomenal giving, indeed.

A few large gifts were made during the year to colleges in the South; but the amount of gifts to Southern institutions fell very, very far below the amount given to institutions in other sections of our country.

Is it not time the fashion of giving to educational institutions had become common in the South as it has become in other sections? Have we not now many people possessed of wealth sufficient to enable them to do great things for our Southern institutions?

Suppose we made a map of the country, and marked in every State a spot upon which stood an institution of learning with endowments worth more than \$5,000,000. Such a map would not show one such institution in the South. Indeed, the educational map of the South would be most humiliating, if made.

Many undesirable consequences flow from our educational destitution. Let us consider some of these consequences:

In the first place our section loses a great deal financially by the fact that Southern students go in great numbers to other sections of the country for their higher education. During the summer of 1916 students from Georgia alone expended on summer courses in Northern universities not less than \$250,000. All the Southern States expended, perhaps, five times as much. The South is drained of money in many ways and can not help itself; but this educational drain we could stop, if we would. The disbursements of the pension bureau flow into the North, and very little of those funds trickle down

into the South. Vast sums are sent by Southern people to insurance companies located in the North; and there are other financial currents flowing Northward from the South. Why should we make an educational current of this sort?

But there are consequences more important than the loss of money. It is not best for a section to have its sons and daughters educated away from home. THE POLICY OF SENDING ABROAD FOR EDUCATION TENDS TO DENATURE ANY PEOPLE WHO ADOPT IT.

If Northern propagandists definitely desired and intended to change the entire type of Southern civilization, they could not adopt a plan which would more certainly and speedily accomplish it than the process which is now going on. The rich schools of the North draw many Southern students to them, while the poorer schools of the South draw no Northern students southward. This process can not continue through many years without working the most distinct and undesirable results.

It can not be otherwise than that we suffer on this account much in our reputation in foreign lands. With foreigners the educational backwardness of the South is a discredit to our section. Foreigners are obliged to regard us as less interested in higher education than are the people in other sections so long as our schools are no better endowed and equipped than they are.

Why shall we not make the year 1917 a better year with reference to our educational institutions than any year which has preceded it in all our history? Shall we come to the close of the year now just begun still further

behind with reference to this high and holy interest? Shall we lag further and further in the rear with every added year?

The foregoing list of gifts, of course, is by no means a statement of all the gifts received during the year 1916 by institutions of learning in the North, East, and West; but they are sufficient to show how generous and constant is the giving to colleges and universities in those sections. Why may not such general and generous giving begin to appear in the South?

The Southern people were never so prosperous in all their history, and their prosperity promises to continue with increased volume. Shall not our educational institutions begin to enjoy a proportionate prosperity?

Already far behind other sections in this matter, the South will drop further behind unless there is a general awakening on the subject very soon.

A few years hence our institutions of learning will have been brought abreast of those of other sections, or the South will fall permanently into the class of educational delinquents. If anything is to be done that will be adequate to defend our section against such a misfortune, it must be done without further delay.

Other things can wait, but this great matter can not be safely postponed. Our people can wait to make more money; they can wait to indulge more luxuries; they can wait for almost anything else but this interest must be cared for now, or never.

The Southern Methodists are now in position to give the South a university worth \$5,000,000. Emory University is already worth nearly \$3,000,000, and the mark of \$5,000,000

may be speedily and easily reached if our people will deal with the enterprise with even moderate liberality.

What an opportunity is here for men and women to erect memorials that will endure as long as time lasts, and will bless the South for centuries to come!

Money associated with the large fund already gathered is assured of the largest usefulness and the greatest security. Emory University is not an ephemeral institution with an uncertain future.

Already the University has the following monumental buildings finished or in process of erection: "Dobbs Hall," "Winship Hall," "John P. Scott Anatomical Laboratory," "The T. T. Fishburn Physiological Laboratory," "The J. J. Gray Clinic" and "The L. Q. C. Lamar School of Law."

It needs a building for Chemistry, two buildings for the Teachers College, a building for the School of Commerce, two buildings for the School of Liberal Arts, and a gymnasium.

Are there not generous men and women enough among us to provide the funds necessary for the erection of these buildings during 1917?

